DOCUMENT RESUME

ED 210 994 HE 014 607

AUTHOR Baker, Janette, Ed.
TITLE Adult Learners in Universities.
INSTITUTION Council of Ontario Universities, Toronto. Office of Teaching and Learning.
PUB DATE Jun 81
NOTE 17p.; Not available in paper copy due to small print.
AVAILABLE FROM Office of Teaching and Learning, Council of Ontario Universities, 130 St. George St., Suite 8039, Toronto, Ontario M5S 2T4 Canada.
JOURNAL CIT University Education News; v1 n4 Jun 1981

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Academic Advising; Adult Development; Adult Learning; *Adult Students; Cable Television; College Programs; Credit Courses; Educational Technology; Engineering Education; *Females; *Foreign Countries; Higher Education; Inservice Teacher Education; *Nontraditional Students; Part Time Students; Professional Continuing Education; Schools of Education; *Student Adjustment; Student Employment; Student Needs; Student Personnel Services; Telecourses
IDENTIFIERS *Ontario

ABSTRACT

Theories on adult development and learning and some of the Ontario universities' programs and services for the adult learner are examined, and Athabasca University, Alberta's answer to the British Open University, is described. Peter O'Donnell discusses adult learners' needs and explains how Athabasca University serves this specific type of student. While Ontario does not have a university created solely for adult students, its institutions are also concerned about the adult learner. Marion Croft reports on Wilfrid Laurier University's Telecollege, which offers university degree credit courses on cable television. Some of the programs and services for adult learners offered at the University of Guelph are described by Mei-Fei Elrick, and Fran Bonisteel reports on Atkinson College in York University's efforts to make a university education available to working adults on a part-time basis. Additionally, Sandy Reid describes services designed to ease the transition into becoming a student provided by University of Western Ontario's Mature Students Advisor's Office, which is staffed by a person who is familiar with the adult student's experience both from the student and advisor points of view. The efforts of the Faculty of Education of Lakehead University in Northwestern Ontario to meet the professional needs of teachers for continuing education are addressed by L. Larry Korteweg, and Lakehead University's School of Engineering special engineering program, which allows graduate engineering technologists to complete an engineering degree program in two academic years and a short summer session, is described by J. G. Locker. Finally, Isobel Mackay describes the mature women students' program at the University of Waterloo, and Faith Gildenhuys notes adult student programs and services at Carleton University. Book reviews are also included. (SW)

ED210994

COUNCIL OF ONTARIO UNIVERSITIES

OFFICE OF TEACHING AND LEARNING

UNIVERSITY EDUCATION NEWS

VOLUME 1 NO. 4 JUNE 1981

ADULT LEARNERS IN UNIVERSITIES

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Council of Ontario Universities

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

GUEST EDITOR: OTL is pleased to welcome **Janette Baker** of the **Educational Development Office, York University** as guest editor of this issue.

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Adults are entering universities and colleges in increasing numbers. Enrollment of students over 35 years of age has increased by 36.8% in American institutions of higher education over the past five years. The United States Census Bureau reports that one-third of all college students are now twenty-five years of age or older.[1] A similar trend is evident in Canada. Statistics compiled by York University in February 1980 show that 46% of its students are 26 years of age or older.[2] Some institutions are hoping that the increase in adult student numbers will help offset the expected decline in the number of traditional (18-24 year old) students over the next decade. However, since many of these older than average students enroll on a part-time rather than full-time basis, adult students are expected to offset only 70% of the expected decline in full-time enrollment in the United States.[3]

Universities and colleges are actively encouraging mature students to enroll as either full- or part-time students by providing flexible schedules and services geared to making the transition to student as easy as possible. Students may attend classes during the day or evening and on weekends during any season of the year. More three hour classes instead of the traditional one hour class three times a week decrease travelling time and make day care arrangements less complicated. Universities are also taking their courses to the students through off-campus courses offered in community centres, churches, local schools and libraries. There are also opportunities to learn without leaving home by enrolling in correspondence or telecourses. In Canada, it is now possible to obtain an undergraduate degree without setting foot on a university campus.

Services provided for the mature student are both a response to learner needs and a sign of increased flexibility on the part of higher education institutions. Some universities have hired mature student advisors, others provide study skills courses specifically for the adult who has been absent from formal learning environments for a number of years.

Researchers have also discovered the adult learner. The literature on adult learning and adult development is increasing rapidly with the application of adult development theory to learning theory being a new and exciting area of exploration.

This issue of **University Education News** highlights some of the Ontario universities' programmes and services for the adult learner as well as taking a brief look at Athabasca University — Alberta's answer to the British Open University. **Peter O'Donnell**, formerly of Athabasca, first discusses adult learners' needs and then tells how Athabasca serves this specific type of student. While Ontario does not have a university created solely for adult students, its institutions are also concerned about the adult learner. Programmes geared to the adult student range from **Atkinson College** (York University's part-time degree college which even makes available on campus apartments for its students) to **Wilfrid Laurier's telecourses**. There are also continuing education programmes for specific occupational groups. **Lakehead University** offers off-campus undergraduate and graduate education courses for teachers in northern Ontario and a unique programme allowing engineering technologists to complete an engineering degree programme in two academic years of study plus attendance at a summer session. Services provided to ease the transition into studentship include **University of Western Ontario's Mature Students Advisor's Office** which is staffed by a person who is familiar with the adult student's experience both from the student and advisor points of view. Other programmes and services for the mature student are also described in the Newsletter.

Also included in this issue are an introduction to adult development theory in **Alan Blizzard's** article and an introduction to adult learning principles and their application to programme planning through **Lee Davies'** book review. This Newsletter, however, provides only a glimpse at what is going on in adult education in Ontario universities. The aim of this issue is to provide a stimulus for the development of other creative programmes and services for this increasingly significant proportion of Ontario's post-secondary school population.

1. Magarrell, Jack. "The Enrollment Boom among Older Americans: 1 in 3 College Students is Now over 25 Years Old." **Chronicle of Higher Education** vol. 22, no. 11 (May 4, 1981), p.3.
2. "Committee Formed to Improve Mature Student Services." **York Gazette** vol. 11, no. 4 (October 10, 1980), p.2.
3. Margarrell, p.3.

HE 014 907

SERVICE-ORIENTED UNIVERSITIES AND THE ADULT STUDENT

Peter O'Donnell was Head of Student Services at Athabasca University, Edmonton, Alberta. At present he is a Programme Consultant for the School of Adult Education, McMaster University.

The adults are coming, the adults are coming! One can imagine this cry ringing through the halls of academe as the influx of ever-increasing numbers of "non-traditional" students counters the otherwise declining numbers in our universities. In fact, statistics show that adults comprise the fastest growing student group in virtually all areas of post-secondary education. But, there remains the question of whether or not we are ready for them. It's time for university administrators, faculty, and providers of student support services to take a closer look at what they are doing to meet the special needs of these new learners.

To this point, post-secondary institutions have emphasized access as the major element of their outreach to adults. "Make more courses available at night, that's all we need to do", pretty much sums up the extent of our early efforts to serve them. But this is only a partial response to the broad range of education-related needs of adults. As **Jean Skelhorne** wrote, in **The Adult Learner in the University — Does Anybody Care?**, adults are basically "fully paid up **guests** on campus with no place of their own and no forum in which to express their views". They are aliens in a strange land — they feel little sense of belonging, and no sense of ownership. The fact that most do very well in their studies is a tribute to their resourcefulness, not to any effort on our part to help them. But, if access is not the sum of their needs, to what else are we failing to respond?

My experience, both as an educator and as an adult student, suggest that there are a broad range of needs which must be addressed if we are to create, in our universities, healthy learning environments for these people. These needs can be identified easily enough if we consider the **cycle decisions** which confronts the adult student as he or she pursues further education. Such a cycle looks something like this . . .

GOALS — **EDUCATIONAL PROGRAM** — **COURSES** — **LEARNING SKILLS** — **NON-INSTRUCTIONAL SUPPORT SYSTEMS**

Let's examine each of these in turn, beginning with **goals**. Why do adults pursue further studies? For a long time we assumed it was primarily for personal reasons — general interest — at least for most people (and especially for women). Only recently have we begun to realize that very few adults engage in higher education just for the sake of learning. The majority of them do so in order to reach more-or-less well-defined goals. Further, their decision to further their education usually is made in response to some "life transition". A recent College Board study, **Americans in Transition: Life Changes as Reasons for Adult Learning**, investigated over two thousand adult learners and found more than half cited career-related reasons for continuing their education, regardless of educational level. Family-related reasons were second. That makes sense since adults spend 80 percent of their time with either their careers or their families. The key questions, though, are who helps them identify and clarify these goals, and who helps them translate such goals into a clear understanding of their specific educational needs? The answer, for many adults, is very simple — nobody! For many of them, that is not a major barrier to lifelong learning, but for some it is. It's time we realized that it is a fallacy to believe that adults don't need help formulating goals and educational plans. Sure, experience is a real plus for some, but negative experiences can also produce confusion, insecurity and fear. In my experience, the most commonly asked question by prospective adult students is, "Have I got what it takes to make it?" This is followed closely by, "Do you think I'm doing the right thing?" To my mind, these people have a right to know the answers to these questions, and our educational institutions have the responsibility of helping them achieve that knowledge. This suggests we need to provide career and educational counselling services for adults to help in clarifying their overall direction.

This brings us to the second state in the cycle. Beyond establishing overall career and educational direction, people need help in identifying and selecting the particular educational programmes which will best meet their needs. Given the many alternatives available in some areas, it is no wonder that people also find this a source of confusion. Programmes which appear very similar turn out to be quite different, and, therefore, of varying levels of appropriateness, once they are examined more closely. Some are very flexible, while others are relatively rigid in structure. Some are accessible to the adult part-time student, while others are less so. Some provide for easy transfer of credit from other programs, while others are more closed in this regard. Again, the key question is who helps people sort out the options, or even find the options? And again, the answer is generally nobody. This too, I would argue, is an area where advisory services are needed.

In relation to these first two areas of need, I would direct the reader to some important developments underway in U.S. currently, in the area of **educational brokering**. Such services, some of which are provided by individual educational institutions as a service to the people and other institutions in their communities, offer information, advice, referral and advocacy to adult learners. Recently, these services have formed a national coalition, spearheaded by the National Center for Educational Brokering, located in Washington, D.C. This group is now actively lobbying, at all levels of education, for the provision of these kinds of services to all adults. The movement has the whole-hearted support of leaders in adult education, for example, **K. Patricia Cross**, who recently wrote a very useful book for the College Board, titled **The Missing Link: Connecting Adult Learners to Learning Resources**. In it, she concludes that, "the critical element for stimulating the Learning Society lies in the effectiveness of the matching process" between goals and resources.

Fair enough. Assuming we can be convinced to begin providing such services, does that not, given our commitment to accessibility, solve the problem? Not quite. We come to a third stage in the cycle of decisions delineated earlier, that having to do with courses. Specifically, who helps adult students identify and select courses which meet their individual learning (not just programme) requirements, as well as fit their time and location requirements? Here, we not only need to provide information and advice, but we also have to re-think our approaches to instruction. There are some students who, because of barriers of time, distance and family circumstance cannot take advantage of traditional campus-based course offerings. What are we doing to serve them?

Once enrolled, two new needs arise. First, students need to

discover how to learn, and decisions about learning strategy are not simple and straightforward. Who, again, helps the adult with the whole range of learning and study skills necessary to succeed in university? You guessed it! And finally, but importantly, is the need to develop learning support systems. Adult students have many difficult decisions to make with regard to balancing the demands of home, school, work and community. Day care, family arrangements and the need for emotional support are all important. These needs, too, go unattended in most of our institutions.

The "bottom line" is that, if we are genuinely interested in serving adult students and not just in attracting their dollars, we must make a commitment to meeting the needs I've outlined above, through providing the services I've suggested. And it will take more than just changing the office hours of our counselling services, although that would be a welcome concession in many settings. We need to re-orient our thinking to the changing context of university education, if we are ever to survive the next two decades and beyond. The adults are coming, but they are becoming wiser. They are beginning to make demands — their expectations are rising all the time. Consumerism is about to make its impact on our campuses. It's time we got ready for it. But, can we make the changes necessary? I think so, for experience says that universities can re-direct their efforts to meet emerging needs. They did so in response to the scientific "crisis" of the fifties and sixties, and the human service "crisis" of the seventies. This is simply another challenge, although admittedly one with more at stake in terms of institutional survival.

I have been fortunate, over the past five years, to be associated with a university which has not had to face this re-orientation. **Athabasca University**, on the contrary, was created for the express purpose of serving adult students whose needs were not being met by traditional institutions. Created, in 1972, as a pilot project, and confirmed, in 1975, as a full-fledged, degree-granting institution, Athabasca is modelled after the British Open University. From humble beginnings (600 course enrolments in 1975) we have become a leader in "distance education" in Canada (6,000 course enrolments in 1981). But what makes this university unique has only partly to do with our course delivery mode. Rather, it is our commitment to the very services outlined in the first part of my article.

Early in the game, we discovered the truth of the statement that adults are goal-directed when it comes to deciding to further their education. Most of our students listed career-related reasons, and relatively few cited learning for the sake of learning. More interesting, however, was the discovrey that over **25 percent** of our in-coming students felt that they needed help formulating their career and educational plans. Once such help was provided, we made further discoveries in keeping with my earlier remarks about the "cycle of decisions".

Eventually, we began to realize that the needs of our students went far beyond access-related concerns. Their needs, in fact, impacted every aspect of our operation. In that sense, we have been going through our own kind of re-orientation — trying to put the learner first! And how do we do this? Basically, we have developed a learner-centred model for conceptualizing our educational "system". We call this the **"credit co-ordination"** model. The credit co-ordination concept has, at its core, the goal of helping students to plan and complete educational programmes which are uniquely suited to their differing life goals and circumstances. We want them to make the best possible use of all past, present and future learning opportunities, regardless of where such resources may be located. In this way, we emphasize the role of our system in helping students enter, and move easily within, the entire system of post-secondary education. How do we accomplish this? Although an over-simplification, in many ways, the following ten principles serve to describe the conceptual underpinnings of our system. **First**, we are committed to educating adults. I know that sounds too basic to bother mentioning, yet I'm convinced that an **active** commitment to this mission cannot be taken for granted. **Second**, we have adopted an open admissions system, basically because we're not convinced of the reliability of any existing screening approaches. **Third**, we are beginning to develop remedial and preparatory services, so that open admissions is not just a "licence to fail". **Fourth**, we provide extensive career and educational information and advisory services, which are available before, during, or after admission. **Fifth**, we have adopted a flexible approach to the assessment and awarding of transfer credit, although we do not **give it away!** We are simply willing to consider previous learning that is not generally accepted by universities. **Sixth**, we are continuing to explore the possibility of granting credit for life and work experience, although we are proceeding cautiously in this complicated area. **Seventh**, we have adopted unusually flexible degree regulations which allow students to design highly-individualized learning programmes. **Eighth**, we have developed courses in a broad range of liberal and applied studies disciplines, with concentrations in several high-demand areas, and a strong concentration in administrative studies, our most popular single programme area. In addition, these courses are all available for home study, with free telephone tutoring, and open pacing in most. **Ninth**, we consciously seek and maintain favourable transfer arrangements with other western Canadian universities, particularly those in Alberta. Some of these arrangements amount to transfer programs to specific programs (nursing, social work, etc.) at these other institutions. **Tenth**, and most important in many ways, we are committed to ensuring that our students enter the best programmes for them, even if that means going elsewhere! The costs of servicing the **wrong** students for your institution are simply not worth the return.

We're not doing everything we could — but, then again, nobody is. At least we're on the right track — and none too soon, because **the adults are coming!**

References

Aslanian, Carol B. and Brickell, Henry M. **Americans in Transition: Life Changes as Reasons for Adult Learning**. New York: College Entrance Examination Board, 1980.

Cross, K. Patricia. **The Missing Link: Connecting Adult Learners to Learning Resources**. New York: College Entrance Examination Board, 1978.

Skelhorne, Jean M. **The Adult Learner in the University: Does Anyone Care?** Toronto: Ontario Institute for Studies in Education, Department of Adult Education, 1975.

TELECOLLEGE, WILFRID LAURIER UNIVERSITY

Marion Croft, Office of Continuing Education, Wilfrid Laurier University

Although southwestern Ontario is well served by traditional university extension programs there are many people who for a variety of reasons can not or will not come on campus, or to an off-campus centre. These people may be shift-workers, they may have jobs which require evening hours, they may have baby-sitting problems, or they may simply feel uncomfortable in a class-room situation. **Wilfid Laurier University** created **Telecollege** in 1978 for these people.

Telecollege is university degree credit courses offered on cable television. For the first two years of its existence Telecollege was offered via the Grand River Cable system covering only the area surrounding Kitchener and Waterloo. Last September courses were offered for the first time on TV02, the educational television network provided to the **Ontario Educational Communications Authority (OECA)** by Canadian Cable Systems. This network can be received throughout the area from Oshawa to London along the lakeshore including sections of Toronto and Hamilton.

Each of the 9 one or two-term courses produced by Wilfrid Laurier includes a televised lecture section, a standard textbook, a study-guide and notes for the course. In September, 1981, Laurier will introduce four courses produced by **Laurentian University** in Sudbury as part of a co-operative agreement between the two universities. Telecollege courses are also offered during the university's Spring Term.

The programme is administered by the Office of Continuing Education at Wilfrid Laurier University.

SERVICES FOR ADULT LEARNERS AT THE UNIVERSITY OF GUELPH

Mel-Fel Elrick, Office for Educational Practice, University of Guelph

In response to the Guest Editor's request for information on services the University of Guelph provides for adult learners, **Mel-fel Elrick** interviewed **Richard Leavens**, the **Academic Counsellor in the School of Part-time Studies and Continuing Education.**

ME: To clarify our terminology I wonder what you call students who are coming back to school?

RL: The students who are older than the traditional students?

ME: Yes.

RL: I go with **Gerry App's** definition and call them "returning students." At Guelph most of them come into the **General Studies Programme** because there are no stated requirements for entrance.

ME: Can you get a degree in General Studies or do you have to transfer?

RL: General Studies does not grant a degree although you can stay in there as long as you want. But let's back-track a bit. A characteristic of adult or returning students is that they are going to school for very pragmatic reasons. The degree at the end is very important to them and it takes some explaining to convince them that all the courses they do in General Studies will apply to the degree at the point at which they decide to transfer to a degree programme. General Studies enables students to come in and take any course they wish, in any arrangement they prefer. They don't have to follow the schedule of studies as long as they have the prerequisites for a course they want to take.

ME: So it really allows a person to ease into university . . .

RL: That's right, there's no way you would have to take a course you didn't want to take. Now an interesting thing, again, about the nature of returning students is that they usually have given themselves fairly tough objectives. They'll choose this course, or that course, and they'll have it all worked out. I find that I say, "Slow down and tell me what it is you are really interested in." And the student might say, "Well, I really want to do this, but my husband, or my boss, says it will do no good." At which point we have to determine whether this person is going to be the student — or is it the husband, or the boss. The student might then realize that he or she is really interested in history and decide that is definitely where to start and even, possibly continue if that is the strongest area of interest. And this is a critical point; first courses are rough because of all the obvious pressures of transition and it's critical that a student be taking something he or she really likes.

ME: What are other characteristics of the returning student?

RL: I find the characteristics Gerry Apps has identified fit students at Guelph. He talks about their being overly pragmatic; he talks about their anxieties, the pressure from the family . . . time pressure. It's one thing to talk about management of time, but when your four-year-old has the flu the night before an exam, that is time that cannot be managed. That's something we have to respect.

ME: And do you find that the faculty generally are accepting of the fact that these students have some extra responsibilities?

RL: Yes, most are.

ME: What kinds of services does the university provide for the returning student?

RL: The **Counselling and Student Resource Centre** has a **Study Skills Programme** which is very popular.

ME: Do they have a specific one for the returning students?

RL: Yes, in an orientation programme, which is just a 'quickie' of about two hours on orientation day. We decided to put more clout into our orientation programme and found in talking to returning students that they would really like to have help to take the edge off studying and note-taking. We've also run Study Skills Programmes in the evening and, as you would expect, a lot of returning students are able to take advantage of those.

ME: What kinds of things do you think we still need to help the returning student?

RL: I've heard this said by several universities: that if the university is looking to bring adult students to campus, the best thing to do is provide childcare. Another thing would be to do what a lot of universities have done in the United States, where a person could take a day, for instance, Wednesday, and say, "It's Wednesday University, or Wednesday College." And the University sets up a number of courses that have three-hour slots on that day, so students can come to campus just once instead of three times. Three times of parking, driving, organizing, babysitting and so on, can be a roadblock.

ME: But, in fact, even now there are three-hour courses at night. Do the returning students go into those?

RL: They prefer those courses. Again, I think for the above reasons, and also that they don't have too much trouble concentrating for a long period of time, especially if the instructor has appreciated the fact that he or she can teach a little differently in a three-hour period. Guest lectures, films, seminars, and other teaching methods can be used to change the presentations around. One problem is, of course, if students have missed one night they've missed a thirteenth of the course right there.

ME: What else do we do for the returning students?

RL: Counselling is available on request for the B.A. and the General Studies student. A lot of problems are administrative; we have to take the administrative "rub" away. For example, we can do photo I.D. cards in our office now.

ME: Do you think the semester system at Guelph has a lot to offer to the returning student?

RL: I think it does, and for the traditional student as well. The semester system opens up more choice, quite clearly, especially in the B.A. programme where you are doing thirty courses. Ten of those courses can be outside the Colleges of Arts and Social Sciences. That means a student can come here perhaps major in Psychology, but, like many returning students in their twenties, thirties and forties, that student might have some special interests which are personally very close to him or her. Such students are able to indulge themselves, maybe in child studies, or fine art, or nutrition, or in something that's an unique part of this university but possibly not related to their course of study at all. They can do that and it comes very simply because they've got thirty courses instead of fifteen.

ME: What other programmes besides General Studies fit the returning students' requirements?

RL: We have two programmes: the **Certificate in Computer Science** and the **Diploma in Applied Statistics.** These are for people who have or don't have degrees. They are applied types of programmes, not only pragmatic but they can be taken in two years, or three years; one has seven courses and the other ten.

ME: Is there something else you are doing for the returning students?

RL: Our office is putting out a newsletter for returning students and the response has been positive. When I see students on campus they say, "I've got the Newsletter." It is something which has come from the University to them and makes them feel part of the University. The newsletter now has a name; it's called **Synergy** — the students came up with that name. I don't want the newsletter to get to a point where it doesn't say anything, and that might happen if we, say, try to put it out each month. I think we'll try to go with one per semester. It can also deal with complaints; students can send in letters and we'll print them. They have also submitted some great articles — for instance, a man who is taking French has written an article in French. Let's face it, there are a lot of very interesting students and a newsletter gives them an opportunity to share what they're about.

MATURE STUDENT ADVISOR
THE UNIVERSITY OF WESTERN ONTARIO

Sandy Reid, Mature Student Advisor
Faculty of Part-time and Continuing Education, University of Western Ontario

In the last decade a "non-traditional" group of adults (housewives, professionals and paraprofessionals, ambitious members of the work force and senior citizens) have demonstrated a tremendous interest in post-secondary education. Because of the diversity and numbers of mature students who have chosen to return to school, institutions of higher education confront the task of providing services designed specifically to meet the needs of their new constituency. In response to this challenge, the **Faculty of Part-Time and Continuing Education** at the **University of Western Ontario** has recently instituted the new position of **Mature Student Advisor.** The position of Mature Student Advisor at Western was designed to provide returning students with a professional yet empathetic person with whom to discuss their personal quandries and aspirations, before or after admission. The Mature Student Advisor serves as a refuge from the intimidating atmosphere the University setting inevitably presents to the diffident adult. "The student gains confidence from dealing with a person instead of a bureaucracy," notes **Dean Thomas Guinsburg.**

As the position was conceived, it is staffed by a person not merely skilled at counselling but who has actually gone through the mature student experience. That combination adds immeasurably to the Advisor's credibility and effectiveness.

While dispensing basic information about the University in an informal, non-threatening setting, the Mature Student Advisor also provides information about special courses, programmes and workshops designed specifically to assist mature students toward their educational objectives. Referrals are another important function, directing mature students to appropriate departments and services within the University. These include the Admissions Officer, Academic Counsellors, the Registrar's Office, Counselling and Career Development Department, and faculty members, etc. By aiding the Admissions Office in guiding new mature students through the preliminary processes of admission, the Mature Student Advisor minimizes the anxieties and turmoils which often accompany an adult's first exposure to the university environment. The Mature Student Advisor provides counselling time to explore with the mature student (or the potential mature student) such issues as realistic course loads in light of other commitments and responsibilities, aspiration-achievement gaps, lack of confidence, and a host of other concerns. By assisting in developing appropriate ways of dealing with difficulties that arise, (often through referral) we are able to deter or lessen frustrations and problems that might otherwise go unattended.

It seems much easier for students to approach someone they know with their concerns and problems. Often because of zeal or fear, mature students tend to blow minor issues into major difficulties which may not correspond to the reality of the situation. This is where the Mature Student Advisor—a fellow mature student—can act as a guide and confidant in helping a student assess concerns realistically and reach the right people or departments within the university to deal with them.

The Mature Student Advisor serves as well as the centre of a network linking the many university services and departments whose efforts are directed at least in part toward assisting the mature student. Active lines of communication foster a greater flow of information and feedback and provide an atmosphere for collaborative exploration of innovative approaches to meeting the needs of mature students. By creating a position that serves as a focal point for mature student contacts within the University, we seem to have been very successful already in reducing confusion and conflicting messages that the mature students sometimes seem to experience.

Finally, a personal note: Having returned to University as a mature student myself with family and career commitments, I have found myself able to talk with other students about the problems and challenges from an experiential basis. To augment these opportunities, we have also launched a Mature Student Drop-In Centre to provide an informal place on campus where mature students can talk, have coffee, read, or share common interests and discussion topics. The new in-house services and liaison functions associated with the Mature Student Advisor's position work not only to the advantage of the student but to the advantage of the University as well. If the position succeeds, the high attrition rate associated with mature students may decrease. It is our hope that by instituting this new position to carry out the functions described above, we have taken an important step in showing that the University can transcend its traditional structures in serving the needs of adults.

ATKINSON COLLEGE, YORK UNIVERSITY

Fran Bonisteel, Administrative Officer, Atkinson College, York University

Atkinson College in York University was created specifically to make a university education available to working adults on a part-time basis. With courses offered in both Summer and Autumn-Winter, Atkinson currently has over 22,000 course enrollments.

One of the main reasons for Atkinson's popularity is the accessibility of its student services. All of the administrative departments required to handle such a large student body are housed in the Atkinson building and function independently of the other faculties of York University. In addition, the College has its own full-time faculty, all of whom are dedicated to the job of teaching adult learners.

Because most people are nervous about going back to school after some time away from a formal educational setting, the faculty and staff make every effort to avoid the red tape and confusion which are so often associated with university. The services of the **Atkinson Counselling Department** are available to people before they even apply for admission. This free pre-university counselling service is advertised in Atkinson's promotional materials and is very well received. Once admitted, students continue to make use of counselling services, be it for personal interviews, job search assistance, or the many workshops offered at no charge.

In its continued efforts to break the psychological barrier about university and to increase its visibility in the wider community, Atkinson has made a modest but highly successful move into the offering of courses off-campus. Begun in September, 1979, the off-campus programme in the Thornhill area continues to grow. Only 100-level courses are offered in this area just to the north-east of the York campus, thus enabling new students to adapt to the demands of university studies in a familiar environment before coming on to the campus for more advanced courses. The success of the Thornhill project has convinced Atkinson that there is a virtually limitless need for more programmes of this kind, and were it not for financial constraints, the College would be expanding its efforts in this area to a greater extent than it is now.

ADULT DEVELOPMENT — AN IDEA WHICH MIGHT HELP RENEW OUR COMMUNITY OF SCHOLARS

by Alan Blizzard, McMaster University

I. Introduction

I have become increasingly intrigued by recent papers describing how adult development studies are being used as the basis for student and staff development projects in universities. My interest has been caught by the way the ideas and methods of adult development studies seem to show how a number of different problem areas in higher education might be related. Some studies even suggest how solutions might be sought.

In this article I try to outline some of the problem areas, some of the basic assumptions and models of adult development theory, some possible actions suggested by the theory and some preliminary results of projects in progress which seem to show that such approaches can actually work.

II. Some Problems

This list is not complete. That would be entirely too depressing. My intention is to list some examples which represent important challenges for universities and illustrate the type of problem which can be alleviated through careful study and application of the principles of adult development.

1. The higher goals of universities are achieved less frequently than the more mundane ones. Our aspiration is to be a community of scholars which espouses values such as clear thinking, truth, sound judgement, knowledge, responsibility, integrity, humanitarian concern and the value of the individual person. The reality is too often distance and mistrust between faculty and students; students cramming for exams which test little more than their ability to recall facts; faculty who feel pressured to spend more time in committee meetings than in meeting with students and colleagues as scholars.

2. Too many students who enter year one of a degree program do not complete that degree or any other one.

3. Students appear to be increasingly concerned with training for a career, rather than studying a subject for the love of it. Personal inclination towards purely intellectual pursuits seems to be being replaced with an increasing pragmatism.[4]

4. "I look into my students' eyes and I see deadness. And I do not know how to help them to be alive again." (professor at a faculty development meeting, 1980)[5]

Developmental Theory — A Thumbnail Sketch

1. The fundamental position of adult development theory is:
   There is a "natural" tendency for people to change during their adult years. These changes include the physical, intellectual, emotional and ethical aspects of the person.

Stemming from and supporting this belief are numerous studies and theories which attempt to identify and describe the various stages in the human life cycle. Although the idea has attracted growing interest in recent years, serious empirical work goes back at least to the 1930s when **Charlotte Bühler** in Vienna conducted extensive biographical studies. She developed a simple five stage classification system[6] (Table 1) which lends some credibility to the basic notion of change in adults.

TABLE 1 Bühler's Developmental Stages

Stage	Age Range	Description
1. Childhood	(Birth to the early teens)	The person lives at home and is dependent on family.
2. Self-determination	(Late teens to early twenties)	The person establishes independence and discovers what he/she wants to do with life.
3. Stabilization	(Late twenties - 50)	The person does important work and carries major responsibilities.
4. Decline*	(50 - 65)	The person evaluates what has been accomplished and comes to terms with the fact that life is limited.
5. Retirement*	(65 - death)	The person gradually restricts activities, accepts past life, and comes to terms with the inevitability of death.

* These terms have unfortunate negative connotations. Other frameworks reflect more accurately the positive possibilities for these later periods of life.

2. An important idea added by more recent research is:
   Each stage presents the person with a particular type of crisis, a particular kind of challenge to overcome.

The most influential writer in this area, **Erik Erikson**, was especially interested in adolescence and the particular attitudes which characterized the 1960s. An outline of Erickson's stages[7] and the crises they bring is shown in Table 2.

3. A third general principle is that the stages seem to be sequentially dependent:
   The challenge central to a particular stage must be resolved in a satisfactory way if the person is to deal constructively with the problems of later stages.

This is a key principle in providing guidance for application of the theory. For example, it suggests that we might try to understand the nature of the conflicts facing those we wish to help. We might even modify some institutional conditions or our own behaviour in ways which support individuals facing their developmental challenges.

Perry[3,5] at Harvard University has derived a theory of adult development which is particularly descriptive of how a college student approaches learning. His model identifies nine stages, each representing a qualitatively different way of thinking about the nature of knowledge. Each stage can also be described in terms of the student's perceptions of the roles of teachers and students. Table 3 is a condensed version in which the nine stages are grouped into four phases. You might find it interesting as you read the descriptions to consider whether they remind you of students you have known.

IV. Some Possible Applications

There are several ways in which adult development theory and research may be helpful to us in meeting current challenges within universities.

TABLE 2 Erickson's Stages of Development

Stage	Age Range	Description — key features and main challenges
1. trust vs. mistrust	0 - 1 yr.	The infanct learns whether his world is trustworthy e.g. will mother return after leaving his sight.
2. autonomy vs. shame & doubt	1 - 2 yrs.	The child explores independence and self-control. Parents can encourage some autonomy and self-direction or can be overprotective.
3. initiative vs. guilt	3 - 5 yrs.	The child explores the world with peers. Parents can encourage initiative or instil guilt.
4. industry vs. inferiority	6 - 12 yrs.	The child is industrious, reasons deductively. Adults can support his efforts or belittle their value and instil feelings of inferiority.
5. identity vs. role diffusion	Adolescence	The adolescent person seeks an answer to "who am I?" — seeks an identity relative to peers. The degree of success in previous stages (developing trust, autonomy, initiative, industry) has a major influence on the identity found. Serious consequences result if the person is unable to find an adult status which is personally satisfying and socially acceptable.
6. intimacy vs. isolation	Young Adult	If a self identity has been established, the person has a firm base from which to enter into a deep relationship with another. If the person is unable to share his/her self in an open, trusting way, the result may be excessive self indulgence, self interest and isolation.
7. generativity vs. stagnation	Adult (Middle years)	The individual becomes especially interested in providing for the needs of others, particularly the next generation, and in pursuing a productive, creative life. The opposite pole is stagnation, a barren existence without meaning or growth.
8. integrity vs. despair	Old Age	The individual considers his/her life as a whole, the battles won and lost. There is a sense of life well lived or a sense of despair that time is running out and not much has been accomplished. The final challenge is the acceptance of death.

a) The **language** and concepts being developed in this field can help clarify some important questions, especially regarding the universities' higher goals referred to earlier. They can bring specificity to the kind of statements found in the introductions to university calendars and convocation speeches so that these ideals may be acted on rather than dismissed as "motherhood" statements. (See Table 4)

b) The **process** of this kind of research can itself provide a mechanism for improving mutual understanding among the parties involved. For example, it can be conducted in a collaborative way through interviews and conversations among teachers, students and administrators. Some examples of this kind of project currently in progress are described in the next section.

c) The **results** of research already conducted may provide insights and suggestions for solutions to some problems. For example, an understanding of how students view teachers at various stages may help teachers decide whether they wish to fill those roles and to understand the difficulties which may occur if they do not.

Many of the problems cited earlier deal with a lack of satisfaction felt by faculty members and students about their community of scholars. If adult development theory is valid then satisfaction with a community is dependent on the support individuals find for their concerns at their own stage of development. Their development both affects and is affected by relationships with others in the university and by the institutional conditions under which these contacts occur.

The most frequent occasion for faculty-student contact is in the classroom. How do conditions there affect student development? To take one example, research by **Chickering**[2] and others has shown that:

"When most class time is devoted to lectures, when preparation consists chiefly of memorizing, and when studying is done for extrinsic reasons, then students make less progress in becoming autonomous individuals able to express themselves and to tolerate complexity. Conversely, when more class time is devoted to open exchange, when class assignments require the exercise of higher levels of mental activity, and when studying is done for intrinsic reasons, then development of autonomy, readiness to express ideas, and complexity of outlook increases."

Conditions within the classroom are an obvious source of potential applications but contacts between faculty and students outside of class may be even more important. A careful review[1] of six major studies of attrition among university students showed that students' informal contacts with faculty members outside of the classroom are consistently related to subsequent persistence/withdrawal decisions. These studies showed that the **amount** of time spent in such conversations was less important than the **frequency** and **diversity** of contact. The subject matter of the conversations which seemed most beneficial depended on the characteristics of the student. The single most positive and important type of contact was that involving intellectual or course-related matters.

By way of specific suggestions, I offer the following ideas for ways in which out-of-class meetings might be arranged:

1. Faculty members and students could meet to discuss what the university means to them as individuals. A professor could describe how he or she became interested in a particular research project, how the work is going, what frustrations have to be overcome. The students could describe what university life is like for them, their present interests and future hopes.

2. Small groups of faculty members and students could meet to discuss adult development theory itself. They could ask whether the theories seem to describe their own situations. They could seek to identify areas where mutual support could be offered or where institutional changes seemed to be required.*

TABLE 3 Perry's Phases of Student Development

Developmental Phase	Student's view of the nature of knowledge	Student's view of the role of a student	Student's view of the role of a teacher	Challenge student has to face.
DUALISM	All knowledge is known or knowable.	A receptacle to receive truth. To learn information and to demonstrate to the teacher that I have mastered facts.	An authority who dispenses truth and examines me on how well I have learned it.	To break free from dependence on authority.
This phase is characterized by a search for sure truths, conformist relations with peers, intense positive and negative emotions, a search for external rules to follow. Tends to be confused by the variety of new concepts in courses and by any requests for his own interpretation of the meaning of a work.				
MULTIPLICITY	Knowledge is very diverse. Many areas are still not yet "known". All opinions are equally valid.	I must budget time to get all required work done. I need to know the weight (marks) for each piece of work.	To grade fairly and to reward me for areas in which I have worked hard.	To develop judgement and critical appraisal of competing ideas.
This phase is characterized by a declaration of a separate but as yet unclear identity, defined more by what it is against than what it is for. The claim of equal validity for all opinions helps "save" the student's own identity which is at variance with many claims yet not firmly founded.				
RELATIVISM	The validity of one idea relative to another depends on the context.	My own experience and judgement are as important as external factors in deciding what is "true". I have to choose who I am going to be. This means rejecting other options, even though they are legitimate.	An individual person who may understand and support me in my struggle. An experienced guide or model.	To develop commitment in the face of uncertainty.
In this phase the student develops a firm identity, uses analysis and synthesis, shows empathy and appreciation for individual differences, sees the need for thoughtful personal commitment to orient himself in a relativistic world.				
COMMITMENT	After carefully considering the options, it is important to make an informed choice and act on it responsibly.	I will work in my chosen field, deal with uncertainties as they arise and seek new areas to explore.	An older colleague or mentor. A model of hope and commitment.	To see renewal of commitment as an ongoing activity rather than a once-in-a-lifetime decision.
With a firm identity established, the student can explore the adult stages of intimacy and generativity described by Erickson.				

TABLE 4 Summary of Chickering's Argument that Adult Development Dimensions Correspond to Traditional University Purposes.

Traditional Purposes for Attending a University (After Newman)	Adult Development Dimensions (After Chickering)
To consciously develop a clear view of one's opinions and values.	Moral and ethical development
To value truth	Integrity
To exercise judgement when faced with complex issues. To distinguish between the relevant and irrelevant	Critical thinking Intellectual competence
To master academic subjects and use that knowledge for the good of society.	Professional/vocational development Humanitarian concern
To become an effective leader, an understanding collaborator, a responsible worker.	Interpersonal competence, empathy, understanding, cooperation, assertiveness communication.
To become a dependable colleague.	Capacity for intimacy which goes beyond mere tolerance and competence.
To grow as a human individual.	Basic sense of identity.

3. Faculty and students could collaborate to conduct joint course development projects. They could examine their own roles and seek ways they could each contribute towards the improved functioning of the course.

This type of meeting may or may not produce ideas and actions which explicitly attack the problems cited earlier, but the evidence is that the informal contacts in themselves can be beneficial to the cause of building the academic community.[1,2,5]

A third type of application would be to institute more formal long term studies of student development and its relationship to academic achievement, retention, satisfaction and career paths. The results could provide useful information to the university and to individual students.

V. What is Currently Being Done?

As a brief sample of some of the interesting new work being conducted in this field I offer the following list of some of the papers presented at the October 1980 conference of the Professional and Organizational Development Network in Higher Education:

Joseph Katz, State University of New York at Stonay Brook, "Affective Development and Teaching."
Katz is exploring Perry's developmental scheme especially as it relates to the feelings and attitudes of students. Through interviews and observations he is seeking a more specific and direct grasp of these stages.

Stephen Scholl, Dean of General Studies, John F. Kennedy University, and Mildred Henry, Co-President, New College of California, "Meshing Student and Faculty Development"
These are two members of a group of people working in various universities on a major project to study developmental changes in both faculty members and students. They are using a well validated personality test and will soon be publishing results of longitudinal studies in which they have identified well-defined patterns in student change and growth during their university experience. They report on case studies showing that this kind of research yields immediate benefits due to the increased understanding felt by students and faculty members who participate in the discussions of the test results.

Roberta Amato, Director, Counselling Center, Marist College, N.Y., "Marist College Freshman Testing Program".
This program was instituted to supplement data on students' academic background with information on academic motivation, study skills and attitudes and career orientation. The information is being used to test the validity of perceptions about changing student populations, to provide planning information to academic departments and to counsel individual students.

VI. Questions of Propriety, Practicality and Ethics

Chickering[2], poses a series of questions about the appropriateness, the practicality and the ethical dilemmas of applying adult development theory. He asks:

1. Is the intentional encouragement of adult development an appropriate role for higher education, consistent with its historical purposes and traditions?

2. Do college environments and educational experiences have sufficient power to influence adult development?

3. Will the explicit and intentional goal of promoting adult development lead to the human engineering and social control of Orwell's 1984?

He answers the first question in the affirmative with an interesting argument. He claims that the dimensions of adult development identified by social scientists correspond to traditional values and purposes espoused by universities. To do this he takes a quotation from Cardinal Newman's **Idea of a University** (1852) and suggests a correspondence between each of Newman's statements of purpose and one or more dimensions on which adults show developmental change in their lives. In Table 4 I have summarized the correspondence he claims.

With regard to the second question, Chickering cites research evidence that "changes in student development have been found to occur in several major areas for a wide range of students in very diverse types of institutions". The key point is that institutional conditions can make a difference. For example, his data show that students' political and social beliefs change markedly over their four years of university experience, but that the amount and even the direction of that change (e.g. between supporting or opposing governments' right to prohibit meetings) varies significantly among different universities.

With regard to the basic ethical issue of human engineering and social control, Chickering argues that, while there are real dangers, we should push ahead keeping them clearly in mind. He gives several reasons:

a) Universities are already in the business of forming minds and influencing attitudes. The question is not whether we should do it but whether we should become more aware of what we are doing. We may then be able to keep the influence in a direction consistent with the higher goals of a university.

b) Experience to date suggests that individuals who succeed at the challenges of their developmental stages are more rather than less likely to be able to stand against the type of society envisioned in Orwell's "1984". The person who develops completely becomes an individual who acts responsibly on the basis of free and informed choice.

c) Given the complexities of life, we seldom completely achieve the developmental goals we set ourselves. A more realistic objective for work based on adult development theory is to find supporting mechanisms which help individuals in their own struggle.

I would add another point. We should not freeze ourselves into immobility through "thin edge of the wedge" arguments. Introductory courses in logic point out that this class of argument is not sound unless each step from the thin to the fat end of the wedge is justified. Here we are proposing a few, small, tentative steps towards helping individuals within universities meet the challenge of their own development.

VIII. References

1. Terenzini, P.T. and Pascarella, E.T., "Toward the Validation of Tinto's Model of College Student Attrition: A Review of Recent Studies". **Research in Higher Education**, vol. 12, no. 31 1980, p 271-282.
2. Chickering, A.W., "Adult Development: A Workable Vision for Higher Education", **Current Issues in Higher Education**, no. 4, 1980, p 8.
3. Katz, J., "Affective Development and Teaching", Paper presented at the Annual Conference of the Professional and Organizational Development Network in Higher Education, San Francisco, 1980.
4. Amato, R., "Freshman Testing Program: Marist College Counselling Centre", Ibid.
5. Knefelkamp, L.L., "Faculty and Student Development in the 80's: Renewing the Community of Scholars", **Current Issues in Higher Education**, no. 5, 1980, p 13.
6. Tyler, L.E., **Individuality — Human Possibilities and Personal Choice in the Psychological Development of Men and Women**, San Francisco: Jossey-Bass, 1978.
7. Mussen, P.H. et al, **Psychological Development: A Life-Span Approach**, New York: Harper & Row, 1979.

***Editors Note:** Since the fall of 1980 a small group of professors from a variety of faculties at the University of Toronto have begun exploring adult development and its implications for university education through a series of informal seminars under the general heading of Intelligence and Learning.

TEACHERS IN NORTHWESTERN ONTARIO: THE SILENT MAJORITY IN ADULT HIGHER EDUCATION?

L. Larry Korteweg, Faculty of Education, Lakehead University

Recent Changes:

Faculties of arts and science for many years made a substantial contribution to the preparation of teachers. They continue to do so, albeit to a somewhat different clientele. Without disparaging the contribution of faculties of education, relative newcomers to academe, particularly in Ontario, traditional academic fare for prospective teachers continues to consist of three years of higher education, culminating in the B.A. or B.Sc. degree.

Elementary school teachers, until the decade of the seventies, could forego such academic preparation. Since possession of the baccalaureate degree became a prerequisite for all but a few professional teacher preparatory programs, drastic changes have occurred.

This not only affected teacher hopefuls, such as prospective elementary school teachers, but also the university at large. Extension work for academic upgrading dwindled considerably. Whereas several teachers returned to continue their education for the equivalent of three years first degree work, or one year honour's degree work, far fewer teachers now return for those reasons.

Right on the heels of the mandatory first degree, a second Ministerial decision had even more far-reaching consequences for teacher adult higher education than the first one. The Ministry, which itself had hitherto provided several continuing education programs for further professional upgrading and development, decided to transfer all such programmes to faculties of education except for the programmes leading to principalship qualifications. As a result, many elementary school teachers, joined by an ever increasing number of their secondary school teacher colleagues, are returning to university. But instead of re-entering the traditional faculties, these teachers enroll in faculty of education programs. The major thrust of continuing adult teacher higher education has switched from faculties of arts and science to faculties of education.

Lakehead's Response:

Lakehead University apparently is no exception to the general provincial trend. The **Faculty of Education** at Lakehead, being one of the smallest and oldest in the province, has probably become a pioneer in adjusting itself to the new situation. With no provincial model to follow, it met the growing professional needs of teachers with whatever programmes it could design and implement within the parameters of academic and professional accountability.

Aside from offering a combined B.A. or B.Sc./B.Ed programme to be taken concurrently or consecutively, the faculty initiated a diploma programme in native teacher education. As part of its continuing education mandate, it also undertook to commence a B.Ed. Extension Programme and an M.Ed. Programme in Educational Administration and in Curriculum Development.

After successful implementation of the latter programmes on-campus, the Faculty, in response to needs and requests from teachers in the region, began to offer both undergraduate and graduate continuing education programmes off-campus.

Since its first fledgling efforts and forays in this direction less than five years ago, a most encouraging expansion occurred. Continuing education enrollment off-campus in Faculty of Education programmes has approximated, and recently, exceeded the total university off-campus enrollment in adult higher education. Another encouraging development has been the re-entry of professionals from outside the ranks of teachers, such as hospital administrators, nurses, college and university instructors, as well as some commercial and industrial instructional development officers, into the graduate continuing education programme.

In close cooperation with the **Assistant Registrar's Office for Continuing Education** and its wide network of off-campus university representatives, many of whom are teachers, the faculty offers a wide variety of programmes in a territory the size of which paradoxically is in an inverse relationship to the size of the faculty itself.

With less than twenty full-time faculty members, complemented by at least an equal number of part-time instructors, the Faculty's degree of commitment to adult higher education for teachers is clearly illustrated by this winter's offerings in Thunder Bay and in the widely scattered communities of its hinterland:

Continuing Teacher Education Programmes Winter 1981

	B.Ed. Extension		M. Ed.	
	On-Campus	Off-Campus	On-Campus	Off-Campus
No. of Courses	12	4	7	8
No. of Students	203	54	51	48

Programmes currently delivered off-campus include graduate and undergraduate courses. In the M.Ed. — Educational Administration Programme the following courses are taught: Professional Negotiations — Sault Ste. Marie, Supervisory Relations — Fort Frances, and Programme Administration in Sioux Lookout. In the M.Ed. — Curriculum Development Programme, Foundations of Curriculum is taught in Terrace Bay and Teacher Behaviour in Kenora. Research Methodology, applicable to either M.Ed. Programme is taught in Geraldton.

At the undergraduate level, off-campus courses in Special Education are taught in Marathon, Dryden and Fort Frances, whereas teachers in Dryden also study Teaching English as a Second Language.

Anyone who is familiar with the climatic and topographical characteristics of Northwestern Ontario, and who cares to transpose this educational catchment area on a map of Southern Ontario will appreciate the challenges that Lakehead University faces. In living up to the regional university's mission in an area the size of France, problems occasionally seem to outnumber possibilities.

Perennial Problems:

Several battles have to be fought and won without and within the university, against the elements of nature and against natural human tendencies. Some major problems which must be faced are inherent in any marginal situation but are compounded by logistical and other organizational deficiencies.

Extensive travel for faculty as well as for some students is time-consuming and especially demanding in adverse weather conditions. Occasional rivalry between very small communities must be overcome in order to make programme delivery viable. Advance planning and communication with potential students necessitates a reliable, efficient and effective information delivery network.

Over and beyond such problems arise the more subtle and at times not so subtle conflicts inherent in personal attitudes and organizational imperatives. Although the university, with its long-standing tradition of extension work, is no stranger to the field, adult higher education unfortunately continues to be perceived and treated as an "add-on", "spare-time", "extended" or, possibly more accurately put, as an "over-extended" activity. As long

as the university maintains such basic attitudes, adult continuing education students will remain second-class citizens of higher education.

Unfortunately what applies to students applies also to faculty. Unless due recognition for contributions in this area of endeavour is translated into specific, easily recognizable and worthwhile components of the organizational reward system of the university, continuing education, whether for teachers or not, will remain a domain of university education to be shunned rather than to be sought.

Future Promises:

On the brighter side, an example of what can be accomplished by the university through community cooperation and service, is well illustrated by new directions as reflected in the following new venture. Last year, in cooperation with principals and consultants of the **Lakehead Board of Education** and the **Lakehead District Roman Catholic Separate School Board**, Lakehead University offered a unique summer school programme in Special Education, a facet of schooling which has received new impetus with the recent passage of Bill 82.

Using the facilities of a large, bright, open elementary school in the immediate vicinity of the university, an exciting but demanding Faculty of Education summer school programme attracted teachers not only from Thunder Bay but also from the region and far beyond. Practising school teachers and consultants with particular expertise in the field, visiting professors and resource persons from the university, as well as from other agencies with particular responsibilities in this area, joined forces with parents, recreation personnel and others to extend learning. School pupils, student-teachers, and teachers of teachers all benefitted from the experience, let alone the university, in terms of the service image it generated.

In an era of economic constraints, rationalization, and stress on vocational preparation, the creation of a positive public image is of vital importance for the continued operation of all services which we usually attribute to an organization worthy to be called a university. We no longer can afford to ignore the silent majority in adult higher education or to treat them as if they were of inferior status. Not for their sake, nor for ours. The university better take its responsibility in adult higher education more seriously if it wants to invest in its future, and by so doing, secure its own.

GRADUATE ENGINEERING TECHNOLOGIST TO GRADUATE ENGINEER: LAKEHEAD UNIVERSITY'S UNIQUE PROGRAM

J.G. Locker, Director, School of Engineering Lakehead University

Although Canadian colleges and technical institutes have graduated engineering technologists for several years, there has been a marked increase in the number of such graduates since the 1960's, following an increase in the number of colleges and institutions in the country.

Some graduate engineering technologists have realized a strong interest in engineering and those with adequate academic capability have enrolled in Canadian engineering schools to pursue an engineering degree. The structure of engineering technology programs and regular engineering degree programs is such that a smooth transition from one program to the other is not possible for students. A graduate engineering technologist is normally admitted to the second year of an engineering program with possibly a small number of second year credits. Such a student, therefore requires three additional years of study to complete an engineering degree.

In the early 1960's, **Lakehead University's School of Engineering** developed a special engineering programme which was designed to permit a graduate engineering technologist to complete an engineering degree programme in two academic years of study plus a short summer school. This programme of study, which admits only graduate engineering technologists, was designed to pick up from the educational level of the technologist and provide the engineering training necessary to lead to professional registration. The programmes of study, which are available in Chemical, Civil, Electrical and Mechanical Engineering, are accredited by the Canadian Accreditation Board of the Canadian Council of Professional Engineers.

Lakehead University was particularly suited to take on this task since at one stage of its history, it was a technical institute, specifically Lakehead Technical Institute. The University retained a number of diploma programmes from this earlier period, among which are engineering technology programs in Chemical, Civil, Electrical and Mechanical Engineering.

At present the **School of Engineering** admits graduate technologists from its own programmes plus others from colleges and technical institutes across Canada - from the **British Columbia Institute of Technology** through to the **College of Fisheries in Newfoundland.** These students study the mathematics, basic sciences, engineering sciences, and engineering design that are necessary for them to become graduate engineers. Many of these students have had previous work experience as technologists. Many of these students quit their jobs as technologists, sell their homes, and move their families across the country to take the Lakehead program, consequently they are mature, highly motivated students, intent upon acquiring an engineering education.

In order to obtain admission to the programme, students must have a 70% average in their final year of technology, if they are direct entry students. Students with averages in the 60's are considered if they have had at least two years of relevant experience. All students must take an engineering summer school programme at Lakehead University prior to degree study. Summer School courses include mathematics, basic sciences and engineering sciences. Each candidates' background is carefully assessed by the School of Engineering and the required courses from this special engineering summer school are assigned. Students who have been out of school for more than one year can expect to spend up to two months taking courses whereas direct entry students may require only three weeks of courses. The summer school aids the student in the transition from technology to degree studies and from industry to university.

The two year programme of study includes mathematics, basic sciences, engineering sciences and design, and humanities and administrative studies. Each student also completes a project course which draws together the scientific and technical content of his courses to solve a "real-life" problem.

The faculty in the School of Engineering are very proud of this programme, the students, and the reception they receive from employers. Industry is obviously very pleased with the graduates since they generally offer salaries which are considerably higher than those offered to the average engineering graduate. The higher salaries reflect the maturity and professional dedication of the graduates.

If further information about this program is desired, please write or phone: The Assistant Registrar, Admissions, Registrar's Officer, Lakehead University, Thunder Bay, Ontario P7B 5E1 Phone (807) 345-2121.

MATURE WOMEN STUDENTS' PROGRAMME UNIVERSITY OF WATERLOO

Isobel Mackay, Assistant Dean of Women, University of Waterloo

The majority of mature students at the **University of Waterloo** are women. They may be returning after being away for some years or they may be trying university-level courses for the first time, but they all have one thing in common—needs and interests which are quite different from those of the regular students.

The Mature Women Students' Programme evolved several years ago in response to these special concerns, and today it not only offers support and services for students already enrolled, but also provides easier access to the university for women who may otherwise underestimate their potential.

The programme consists of a series of talks, workshops and discussion groups which focus on a variety of topics, ranging from a "how-to" series on studying, doing research in the library, and planning courses, to decision-making, life-planning and careers. These informal get-togethers—all of which are open to interested women in the community—give the students a chance to share their experiences and offer mutual support and encouragement. For those students who cannot attend, a library of cassette tapes of talks given by guest speakers is available.

A number of other services and facilities have been provided in direct response to mature student needs. For instance, women who might otherwise delay their return to the classroom because of inadequate child-care, have use of a special facility on the University of Waterloo campus—a **Drop-in Child Care Centre.** This allows parents to leave their babies, toddlers and preschoolers in professional care while they attend a class or study in the library.

A **buddy system** gives new students a chance to team up with more experienced students for information, advice and encouragement, often preventing what could be for some women, a lonely, frustrating experience.

Because of other responsibilities, mature students lack the opportunity to swap information about courses in the same way as regular students. Furthermore, a mature student's assessment of a course is often quite different from that of their younger counterparts. For these reasons, a **Course Information File** has been developed listing courses, both regular and correspondence, taken by mature students. Each course is filed with a name and phone number so if a student wants to take a course that is listed, she can find out about the workload and quality of instruction from someone who has already taken it.

A recent innovation is a **Learning Skills Package.** This has been designed specially for mature students, many of whom have not used their writing or study skills for some time. Each package consists of an album of three audiocassette tapes and accompanying handouts on note-taking, book reports and essay writing. The packages, which are kept in various campus offices as well as all off-campus locations, are available on loan for use at home.

Probably the most vital service is a fortnightly **Newsletter** which creates and maintains cohesion among the mature students. With a present circulation of 500 it carries details about the programme, information about special activities and services for mature students, and university and community news.

More information about this programme can be obtained from: Isobel Mackay, Assistant Dean of Women, University of Waterloo N2L 3G1 519-885-1211 ext. 2147.

ADULT STUDENTS AT CARLETON UNIVERSITY: PROGRAMMES AND SERVICES

Faith Gildenhuys, Director, School of Continuing Education, Carleton University, Ottawa

Carleton University was founded on the principles of adult education. In 1942, Carleton College opened its doors as an evening college with an initial enrollment of over 700 students. In the almost forty years since that time, Carleton has grown from a small evening college to an internationally recognized university on a modern campus. The adult student, however, continues to be a prominent member of the university community. There are approximately 1,000 adult learners registered full-time in degree programs, 4,000 part-time in credit courses and 4,000 in non-credit (Extension) courses. Any adult, regardless of age or previous educational experience, may enroll in courses at Carleton, with tuition fees in degree courses waived for seniors over sixty.

Adult students have the opportunity to attend regular classes on campus full-time or part-time, attend classes at off-campus locations, or learn through television courses. The 26 off-campus courses offered in 1980-81 were held in 20 different locations, both in Ottawa and in smaller communities such as Kemptville, Deep River and Brockville. The courses, drawn mostly from the humanities and social sciences, ranged from art history to political science, and met in high schools or community centres. One course in Italian culture met in the Museum of Man!

Carleton has offered courses via television for three years. This year, 10 television courses were offered, in classics, English, history, religion, economics, political science, psychology, sociology and anthropology, and geology. Lectures were first broadcast live via cable television from the classroom, then rebroadcast later in the week. The videotapes were held in the Carleton library for a week for students who missed the two broadcasts. Students were asked to come to campus for final examinations, but special arrangements were made for those unable to do so. Students taking television courses receive the **ITV Newsletter** which is published occasionally throughout the academic year. This useful and informal publication contains course descriptions, exam schedules, notices, reminders of important dates and articles of general interest. For example, in the December 1980 issue there was an article about how to prepare for examinations.

One system at Carleton that is particularly attractive to adult students is the **Challenge for Credit** system, through which they may obtain advanced standing on the basis of knowledge obtained through "life experience" or by any other means. **Challenge for Credit** gives a student the opportunity to be examined on and receive credit for a recognized Carleton course without meeting the normal requirements of registration, attendance, and instruction. The student first presents the academic department with evidence of adequate knowledge relevant to the course in question. Candidates then write an examination and, if successful, receive a course credit on their academic record. To take advantage of the system, students must be formally admitted to, and enrolled in, a programme leading to a degree, diploma or certificate.

The School of Continuing Education administers most of the programmes aimed at the adult student: part-time degree programmes, non-credit courses, instructional television courses, and off-campus courses. The School is currently preparing a brochure, "The Adult Student at Carleton", which will provide information and guidelines to adults interested in attending Carleton on either a full or part-time basis.

REVIEWS

Brundage, D.H. and MacKeracher, D. Adult Learning Principles and their Application to Program Planning. Toronto: Ministry of Education, 1980.

Review by: Dr. Lee Davies Educational Development, University of Toronto.

Educators in higher education are finding more adult students in their classes. Administrators are actively seeking such students as the "traditional" 18 to 25 year old population decreases. To meet this changing situation new knowledge about how adults learn and how to teach adults is required.

Brundage and MacKeracher produced a useful 125 page report for the Ontario Ministry of Education which analyzes the theory of adult education and applies principles to learning programs in general and the professional development of teachers in particular. The report is most valuable in its analysis of adult education theory. Terms are well defined at the outset. Adult learning is seen as both the "process which individuals go through as they attempt to change or enrich their knowledge, values, skills or strategies" and the resulting content product. Dorothy MacKeracher searched the adult education literature and identified a series of basic assumptions about adult learning. Three of these assumptions which I find most significant are described.

The authors show that all education is political and educators should know that the institutional and operational structure of teaching and learning is set in relation to a view of social reality. A second assumption describes three distinct trends in behaviour-dependency, mastery and belonging - which interact in varying combinations for adults as they learn. Teachers must be cognizant of these and be able to respond to them. A third assumption is that it is important to learn how to learn - how to develop the strategies which are used in learning. Adult students need help with this.

After discussing basic assumptions the report moves on to describe characteristics of the adult learner such as their sense of self-esteem and self concept as they enter a learning situation. From the characteristics of the learner, the authors derive a large number of principles of learning. This extensive list of principles is valuable for the educator to react to but has two main shortcomings. The principles require further categorization so that they do not exist as thirty-six discrete points but are grouped to provide greater coherence and some priority. Secondly, some of the principles themselves are questionable. The authors argue that in a learning situation an adult's "self concept is already formed" and is threatened by fragmentation or destruction while a child whose self-concept is not yet formed faces no such threat. The authors must have forgotten or overlooked experiences like watching a child attempt his or her first school project. Recently, my daughter in Grade 2 saw her competency as a learner assaulted as, often in tears, she struggled to use her printing, drawing and organizing skills to produce a project on the raccoon. Self-concept is really a lifelong learning concern.

I challenge also the principle that "learning activities are cyclical, sequential and unidirectional in their natural order. Learning activities which defy this order are less productive." This principle overlooks studies on the creative process and intuitive learning (see M. Denis, Intuitive Learning, Ed.D. thesis, University of Toronto, 1979) which questions the superior productivity of sequential and unidirectional learning.

The last two chapters of the report deal with some issues in planning programs when taking into consideration principles of adult learning and the significance of the principles for training teachers of adults. Both topics are just introduced but further reference material is well documented.

One of the major strengths of the report is the literature review; the bibliographic material is extensive and relates well to the issues in the text. If you want to quickly discover the theories of adult learning (which are still in their infancy in terms of development), this report is an excellent starting point. You may challenge the principles as I have done and you may be encouraged to investigate further how adults learn and the implications for program planning and teaching.

Performer, Researcher, Organizer: Teaching Roles in Higher Education, produced by the Media Centre, University of Toronto, with the assistance of the Office for Educational Development, for the Association of Universities and Colleges of Canada, 1980. $300.

Review by: June. R. Landsburg, Office of Instructional Development, Carleton University.

This video tape package is a result of a project begun under the auspices of the Association of Universities and Colleges of Canada (AUCC) Committee on Learning and Teaching in 1975. It was produced by the Media Centre, University of Toronto, and is accompanied by a guide written by Dr. Richard Tiberius. The package is intended to be used as an introduction to a university teaching improvement program, and gives an overview of three distinct teaching roles and of student attitudes. The teaching styles emphasized are the performer, the researcher, and the organizer.

The package consists of a twenty-minute video tape, three five-minute extracts and a short guide covering much the same material as the tapes. All video material is in colour and contains many short segments featuring one of the three professors, each focussing on an aspect of his or her approach to teaching. The researcher teaches in a medical school, the organizer teaches mechanical engineering and the performer is in political science. In most cases the professor is engaged in a teaching task and breaks away to make his or her point to the camera. An administrator plays a smaller role and his remarks illustrate some administrative perspectives on the role of university professors. A wide variety of students with very diverse opinions on the role of the university teacher are also seen in this production. The pace is brisk and scenes switch rapidly between the various professors and students. A relevant visual context livens each scene. Actors are used throughout.

This program is intended to stimulate discussion on the various approaches which can be taken to university teaching, but it does not illustrate these techniques to any extent. Presumably later video tapes, if produced, will fill this need. The three roles illustrated are broadly representative but almost all individual professors are a blend, and there are numerous subtleties involved. For this reason the main video tape is likely to be more useful than the three shorter extracts which each emphasize a single approach. Of great value too in illustrating this diversity is Teaching in the Universities - no one way, a collection of essays by some 23 university teachers edited by Edward F. Sheffield (McGill-Queen's University Press, 1974). Secondary focuses in the video tape are the attitudes of administrators and students, and exploitation of these aspects may well be its major use.

The attractive video tape package can serve to introduce new university teachers to the many possible variations on the theme, an objective also attained in Dr. Tiberius' accompanying guide and Dr. Sheffield's book. Hopefully we can look forward to further productions using television to illustrate - as only it can - the techniques and styles of successful teachers.

NEWS/NOTES

If you have any items for the News/Notes column, e.g. recent awards, appointments, honours; brief reports of workshops, seminars, conferences, etc.; requests for information, ideas, etc. please submit the items to: Marion Wilburn, OTL, 130 St. George Street, Toronto, Ontario, M5S 2T4 (416) 979-2165.

TEACHING IN UNIVERSITIES IN THE 80'S

A group of Ontario faculty are currently planning a conference to examine some of the crucial issues affecting teaching and learning during a period of economic restraint. The conference will be held in May 1982 at Guelph University. For further information contact: Dr. Ernest McFarland, Physics Department, University of Guelph 519-824-4120 ext. 3653.

TRANSITIONS

Carleton University recently declared the Office of Instructional Development redundant. The Senate Committee on Instructional Development in Cooperation with the University of Ottawa Teaching Resources Service will continue to offer a series of workshops and seminars on teaching and learning methods. June Landsberg, coordinator of the office will be joining the staff at Simon Fraser University in British Columbia as a program officer for the Faculty of Continuing Studies.

TEACHING AND LEARNING STYLES

For those who wish to receive copies of From Learning to Teaching: A Learning Centred Approach to the Development of Teaching Styles which appeared in UEN 1, no. 2 (January 1981) please contact the authors: Dr. Heather Maclean Bates, Department of Nutrition, University of Toronto or Dr. Don Maudsley, Department of Senior and Continuing Education, Ontario Ministry of Education and Colleges and Universities.

COMING EVENTS

JUNE

IMPROVING INSTRUCTIONAL EFFECTIVENESS: 6TH ANNUAL PROFESSIONAL WORKSHOP FOR FACULTY

15-19 June 1981
Concordia University, Montreal

Contact: Learning Development Office, Loyola Campus, Concordia University, 7141 Sherbrooke Street, West, Montreal (514-482-0320)

CANADIAN ASSOCIATION FOR THE STUDY OF ADULT EDUCATION

14-15 June 1981
Ramada Inn, Montreal

Contact: Gordon Selman, Chairman, CASAE Steering Committee, Adult Education Department, Faculty of Education, U.B.C., 5780 Toronto Road, Vancouver, B.C. V6T 1L2

SITUATIONAL LEADERSHIP: DEVELOPING LEADERSHIP SKILLS

17-19 June, 1981
Montreal, Quebec

Effective leadership skills can be developed and learned—using the Situational Leadership approach. This new advance in worker motivation integrates management theory with real-life leadership situations. The concepts apply equally to managers working in all types of organizations. Dr. Paul Hersey will lead.

Fee: $595 (CAN)

Contact: University Associates of Canada (416-632-5832).

COMMUNICATION: A TWO-WAY STREET

17-19 June 1981
Montreal, Quebec

The second joint conference of the Canadian Association of University Development Officers (CAUDO), the Association of Canadian University Information Bureaus (ACUIB), and the Ontario Association of Alumni Administrators.

Contact: Sally Ann Fahy, Concordia University, public relations office, 1455 de Maisonneuve Blvd. West, Montreal, P.Q., H3G 1M8.

AMTEC '81: INFORMATION BEYOND THE ORAL TRADITION

21-24 June 1981
Truro, Nova Scotia

The Association of Media and Technology in Education in Canada's annual meeting will have sessions on the application of media and technology to developing, managing, and utilizing educational information systems. The sessions will examine what research tells us about the approaches possible and the methods for training educators to use the new technological systems for information. The conference will also look at what systems work now and offer views of what the future holds.

Contact: Dr. Larry Burt, Nova Scotia Teachers College, P.O. Box 810, Truro, Nova Scotia B2N 5G5

CHAUTAUQUA BY THE PACIFIC

23-28 June 1981
University of British Columbia

A week-long learning community is created for Adult and Continuing educators, providing a variety of workshops of differing durations, allowing participants to tailor the event to their particular learning needs.

Contact: Adult Education Programmes, Centre for Continuing Education, University of British Columbia, Vancouver, B.C. V6T 2A4 (604-228-2181, ext. 239)

1981 DEMAND AND ACCESS

30 June-2 July 1981
Gore Bridge, Edinburgh, Scotland

Contact: Society for Research into Higher Education, University of Guildford, Guildford, Surrey, England GU2 5XH

JULY

ANNUAL SCUTREA CONFERENCE

1-3 July 1981
University of Glasgow, Scotland

The programme this year is being focused on Research Activity and Development in Adult Education. Some topics covered in-

clude: Principles and Issues in Research; Trends in Research in Adult Education in Britain Since 1970; The Generation and Funding of Topics; The Use of Research Results; National Policy and Research in Adult and Continuing Education — Some Considerations. Interest groups will meet during the Conference, as follows: Psychology; Sociology of Education; Comparative Adult Education and Women and Adult Education.

Fee: £40. Cheques should be made payable to The University of Glasgow.

Contact: Mr. J.G.S. Shearer, Department of Adult and Continuing Education, University of Glasgow, 57/61 Oakfield Avenue, Glasgow, G12 8LW, Scotland.

HELPING TEACHING ASSISTANTS GET STARTED

6-9 July 1981
McMaster University

A summer workshop for people responsible for helping Teaching Assistants, especially new ones, get started with their teaching responsibilities. Programme features: The Academic Game; A Planning Guide; Sample Workshops; Printed Resource Materials; Discussions with TAS; and Discussions With Colleagues. Registration limited to 30 participants.

Fee: $200.

Contact: Instructional Development Centre, McMaster University, GS-317, Hamilton, Ontario. (416-525-9140, ext. 4539/4540)

WORLD CONGRESS IN EDUCATION: VALUES AND THE SCHOOL

6-10 July 1981
University of Quebec at Three Rivers

The Congress has two main objectives: to foster an international exchange of ideas and opinions on the place of values education both in and out of school; to sum up, in a useful manner, the available knowledge concerning the multiple aspects of this important question, especially the identification of the practical measures that have to be taken.

Contact: Congrés mondial des sciences de l'éducation - 1981, Département des sciences de l'éducation, Université de Québec à Trois-Rivières, Case postale 500, Trois-Rivières, Québec G9A 5H7

EVERGREEN SUMMER INSTITUTE

6-17 July
27 July-7 August 1981
Evergreen State College, Olympia, Washington

Evergreen Summer Institute is an intensive two-week residential course of study for faculty who wish to improve or enrich their teaching. At the Institute, participants will examine their teaching through a unified intellectual perspective, and learn how to deal with obstacles to more effective and fulfilling teaching. Enrollment for each session will be limited to 24.

Fee: $900 (U.S.) is all inclusive

Contact: Susan Finkel, The Evergreen Summer Institute, Seminar Building 4127, The Evergreen State College, Olympia, WA 98505

16TH ANNUAL INTERNATIONAL CONFERENCE - SOCIETY FOR COLLEGE AND UNIVERSITY PLANNING

12-15 July 1981
University of Nebraska, Omaha

Contact: Steven B. Semple, SCIP-16 Chairman, University of Nebraska, 3835 Holdrege, Lindon, Lincoln, Nebraska 68583 (402-472-2861)

IMPROVING UNIVERSITY TEACHING: 7th INTERNATIONAL CONFERENCE

15-18 July 1981
Tsukuba, Japan

Conference theme: re-examining the goals and functions of higher education; developing and evaluating curriculums and their technology; understanding, facilitating, and evaluating learning; enhancing and evaluating teaching performance.

Fee: US $150 ($25 late registration fee after April 1, 1981)

Contact: Improving University Teaching, University of Maryland University College, University Boulevard at Adelphi Road, College Park, Maryland 20742

3RD WORLD CONFERENCE ON COMPUTERS IN EDUCATION

27-31 July 1981
Lausanne, Switzerland

Among the subjects to be covered at the Conference will be: Informatics and various specific disciplines; instructional techniques; the impact of new technologies; social impacts; reviews of national policies and models of computer education with special emphasis on the needs of developing countries; aims, policies and curricula for informatics education.

Contact: Bernard Levrat, Université de Genève, 24, rue de Général-Dufour, 1211 Genève 4, Switzerland.

NINTH ANNUAL SAGAMORE SEMINAR ON INSTRUCTIONAL DEVELOPMENT IN HIGHER EDUCATION

27-31 July 1981
Syracuse University, Minnowbrook Conference Center

The program includes practical sessions related to instructional development and evaluation and organized around three primary content areas or tracks—Administration, Development, and Evaluation. The final program will be determined in large part by the priorities expressed by Seminar participants through a pre-seminar survey. In order to facilitate the sharing of ideas and information among participants, a block of time will be set aside for an "Idea Mart", whose topics might include: Advancing Instruction in a Medical Setting; Faculty Attitudes Towards Teaching and Teaching Improvement; Self-Paced, Individualized Instruction in Accounting, and Implementing a Faculty Development Program.

Fee: $385 (U.S.)

Contact: Dr. Robert M. Diamond, Assistant Vice Chancellor, Syracuse University, 115 College Place, Syracuse, N.Y. 13210 (315-423-4571)

MANAGING ORGANIZATION AND PERSONAL DEVELOPMENT FOR EDUCATORS

27 July - 1 August 1981
Bethel, Maine

NTL Institute's fifth annual workshop will emphasize building skills in: Organizational diagnosis and intervention; Theory and practice of change; Interpersonal relations and leadership; Group development and team building; Dealing with issues of race and sex; Managing stress for organizations and individuals. Registration is limited to 36 participants to encourage building close relationships and to maximize individual attention.

Fee: $475 (U.S.)

Contact: NTL Institute, P.O. Box 9155, Rosslyn Station, Arlington, Virginia 22209 (703-527-1500)

FOURTH WORLD CONFERENCE ON GIFTED AND TALENTED CHILDREN

21-25 August 1981
Montreal, Quebec

The conference theme: "Many views of the gifted for the advantage of all children." The keynote speakers—all of whom will be making their first appearance at a major conference on the gifted—will enrich the meeting with a variety of cultures and disciplines. In all cases their interest in the gifted is part of a larger human concern. The schedule has been arranged to allow opportunity for informal discussion before or after each address. As well, two special workshops have been organized: one on the development of creativity, and one on the gifted handicapped.

Fees: various categories, $75 (CDN) to $150 (CDN) before April 15, 1981, and $100 (CDN) to $180 (CDN) after that date.

Contact: Gifted Secretariat, 772 Sherbrooke Street West, Montreal, Quebec, H3A 1G1, (514-392-6744)

SEPTEMBER

SURVIVAL AND REVIVAL: 5TH INTERNATIONAL CONFERENCE ON HIGHER EDUCATION

1-4 September 1981
University of Lancaster, Lancaster, U.K.

Contact: The Organizing Committee, 5th International Conference on Higher Education, Institute for P—C Education, The University of Lancaster, U.K. LA1 4YC

1981 CEA CONVENTION

23-25 September 1981
Saskatoon, Saskatchewan

The main theme is to be "The Many Faces of Educational Progress"—which, through a variety of presentations, will demonstrate that we are doing many things differently and better now than when most of today's adults were in school. Delegates will hear about the wide variety of educational responses we have developed to a wide variety of learning needs and will profit form learning about the educational advances and achievements not only in Canada, but in other countries as well. The convention features a "Progress Fair", and international speakers.

Contact: Canadian Education Association, 252 Bloor St. West, Toronto, Ont. M5S 1V5

OCTOBER

5TH NATIONAL CONFERENCE ON ACAMEMIC ADVISING

11-14 October 1981
Indianapolis, Indiana

Sponsored by the National Academic Advising Association, the conference highlights Pre-Conference Workshops; Get Acquainted Reception; Banquet; Idea Exchange—An opportunity to discuss a variety of specific programs and materials; 40-50 General Program Sessions; Business Luncheon; Caucuses by Institutional Type; Topical Seminars; and General Sessions. Special consideration will be given to those programs which provide theoretical approaches to the advising process and those which provide research results. Conference theme will be: Academic Advising—The Pivotal Point.

Fee: $70.00 (U.S.)

Contact: Conferences and Special Events, Ball State University, Muncie, Indiana, 47306 (317-285-6396)

PROFESSIONAL AND ORGANIZATIONAL DEVELOPMENT (POD) ANNUAL CONFERENCE: LIVING AND LEARNING IN ACADEMIC CULTURES

22-24 October 1981
Cincinnati Plaza Hotel
Cincinnati

Contact: Lance Buhl, Projects for Educational Development, c/o Small College Consortium, 2000 P Street, Suite 400, Washington, D.C. 20036 (202-223-6080)

SOCIETY FOR RESEARCH INTO HIGHER EDUCATION: SOCIAL BIASES IN HIGHER EDUCATION

December 1981
United Kingdom

Contact: David Warren Piper, University Teaching Methods Unit, University of London, 55 Gordon Square, London, WC1H ONU, England. (Tel. 01-636-1500)

1982

12th WORLD CONFERENCE ON LEARNING AT A DISTANCE

9-15 June 1982
Vancouver, B.C.

The International Council for Correspondence Education has announced a call for ideas, themes, speakers and papers. If you have ideas for the program or wish your name on the conference mailing list . . .

Contact: Dr. John Daniel, Program Chairman, c/o Athabasca University, Box 10001, Edmonton, Alberta T5J 2P4 (403-425-9990)

SOCIETY FOR RESEARCH INTO HIGHER EDUCATION: PROFESSIONAL EDUCATION

December 1982
United Kingdom

Contact: David Billing, Council for National Academic Awards, 344-354 Gray's Inn Road, London, England WC1X 8BP.

1982 AERA ANNUAL MEETING

19-23 March 1982
New York, N.Y.

1983

1983 AERA ANNUAL MEETING

11-15 April 1983
Montreal, P.Q.

UNIVERSITY EDUCATION NEWS — a quarterly publication
ISSN: 0228 - 1872
Editor: Marion Wilburn
Subscription: Available free of charge to Ontario universities, otherwise $4.00 per annum
Contact: Office of Teaching and Learning
Council of Ontario Universities
130 St. George St., Suite 8039
Toronto, Ontario M5S 2T4
Tel. (416) 979-2165